

Summary of Proposed Growth Indicators
Alternative Schools Accountability Model in the
Alternative Accountability System

SUPPLEMENTAL ITEM #18
Attachment 2
Revised March 7, 2001

State Board of Education
Meeting of March 7, 2001

Action on
ITEM #18: Proposed Indicators for the Alternative Schools Accountability
Model in the Alternative Accountability System

Figure 2: Summary of Proposed Growth Indicators⁶

	Purpose of Measurement	Indicator Use⁷
STAR Examination – SAT 9 and Augmented SAT 9	Academic Achievement	Base
Group I: Readiness Indicators		
Indicators of Discipline Problems:		
1 Improved Student Behavior	Behavior And Pre-learning Readiness	Additional
2 Suspension	Behavior And Pre-learning Readiness	Additional
Indicators of Student Persistence		
4 Student Punctuality	On Time Attendance And Engagement	Additional
5 Sustained Daily Attendance	Holding Power And Student Persistence	Additional
6 Student Persistence	Holding Power And Student Persistence	Additional
Group II: Contextual Indicators		
3 Attendance	Attendance And Persistence	Additional
7 English Language Development (ELD)	Growth in Language Skills	Additional
Group III: Academic and Completion Indicators		
Indicators of Achievement⁸		
8a Writing Achievement	Writing And Language Skills	Additional
8b Reading Achievement	Reading and Language Skills	Additional
8c Math Achievement	Math Skill Improvement	Additional
Indicators of Meeting Goals and School Completion		
9a Course Completion	Course Completion and Performance	Additional
9b Credit Completion	Credit Completion and Academic Progress	Additional
10 Promotion to Next Grade	Grade Completion and Academic Progress	Additional
11 High School Graduation	Credit and Program Completion	Additional
12 GED passage, CHSPE Certification, or GED Section Passage	Program Completion	Additional

⁶ The PSAA Subcommittee recognizes that the indicators proposed above have differing levels of reliability. In general, those in Groups II and III are more likely to be able to meet the standard required as a basis for potential rewards and interventions. Readiness indicators (Group I) are essential for assessment of school performance in assisting students to overcome social, attitudinal, and behavioral problems that limit their ability to attend and learn in a school setting. A critical task of the Subcommittee and CDE will be an ongoing evaluation of the Alternative Schools Accountability Model during its first three years of operation, including an analysis of the stability, reliability, and validity of the indicators. During that period, data on indicators submitted by schools will be examined and analyzed. Results of the evaluation will be submitted to the SBE as part of its consideration of possible revision and expansion of the Alternative Schools Accountability Model.

⁷ The Subcommittee defined two general classes of indicators. A “Base” indicator consists of information to be reported by all schools. “Additional” indicators are those selected locally from the SBE-approved list. Schools will report Base indicator information (STAR/SAT9 scores) as well as information on additional performance indicators.

⁸ Approved in principle, pending development of criteria and a process for local districts and county offices to select pre-post assessment instruments that meet local educational goals as they are aligned to state standards.